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ABSTRACT

The first section of the distributive education curriculum guide for grades 7-12 provides brief introductory statements concerning program and course descriptions and the role of Distributive Education Clubs of America (DECA) and business community advisory committees in the distributive education curriculum. Section 2 provides detailed descriptions and objectives for the following courses: fundamentals of distribution, studies and marketing, advanced studies in marketing, fashion merchandising, cooperative fashion merchandising, creative selling, education for employment, Work Experience Career Exploration Program (WECEP), marketing (accelerated course), food distribution, and petroleum marketing. Section 3 defines the cooperative method, the project method, the coordination of on-the-job-training, and DECA as instructional approaches; suggests a variety of instructional tecniques for use within these approaches; lists several organizational alternatives; and outlines units for the following courses: fundamentals of distribution, studies in marketing, advanced studies in marketing, fashion merchandising, cooperative fashion merchandising, education for employment, WECEP, and creative selling. (JR)

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PROGRAM OF STUDIES

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FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Division of Curriculum Services
September 3, 1974

LETTER OF TRANSMITTAL

Program of Studies defines the instructional program to be implemented in Fairfax County Public Schools. It is to be used by schools in establishing their Commitment to Education as well as a basis for meeting Standards of Quality in Virginia. Schools are encouraged to develop supplemental objectives and program variations in accord with local needs and with the approval of the area superintendent. During the school year 1974-75 the program descriptions and the objectives are subject to intensive review in an attempt to achieve consensus.

The Program of Studies will continue to be developed through the involvement of administrative and instructional personnel, students, parents, and other members of the community. Revision is part of the design of the Program of Studies in order that all persons in the community may participate fully in developing a current, relevant instructional program.

The success of the Program of Studies will depend primarily upon its utilization by teachers and on the continued educational development of our students.

S. John Davis
Division Superintendent

September 3, 1974

INTRODUCTION

The Program of Studies defines the instructional program for Fairfax County Public Schools, kindergarten through grade twelve, and is organized as follows:

Section A - Program Description and General Goals

Section B - Program Objectives

Section C - Suggested Teaching/Learning Strategies

Section D - Prerequisites for Student Placement

Section E - Program Evaluation

Section F - Instructional Material Requirements

Section G - Program Support Requirements

At present the sections are in various stages of development. During the fall of 1974, instructional personnel will receive for use and reaction Sections A and B, and working drafts for Section C. The other sections will be written, reviewed, and completed at later dates as they are dependent upon Sections A and B.

DISTRIBUTIVE EDUCATION
GRADES 7-12

DISTRIBUTIVE EDUCATION

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Division of Curriculum Services
September 3, 1974

PROGRAM OF STUDIES

DISTRIBUTIVE EDUCATION

SECTION A

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Division of Curriculum Services
September 3, 1974

Program of Studies

Distributive Education

Section A

INTRODUCTION

Distributive Education is a program of vocational education offered through the public schools to provide instruction in the field of distribution, or marketing. It is the study of all the activities and concepts concerned with bringing products and services from the producer to the ultimate consumer. Such activities include buying, selling, merchandising, sales promotion, advertising, market research, personnel selection and administration, and business management. These occupations are found in such businesses as retail and wholesale trade, finance, insurance, real estate, entertainment, hospitality, food service, communications, transportation, storage and warehousing. The primary role of Distributive Education is to offer instruction which will prepare individuals to enter, to progress, or to improve competencies in the distributive occupations.

To carry out this role, the Fairfax County Distributive Education program follows the concept of providing two distinct phases of marketing instruction:

(1) Course offerings in the schools to prepare students for future employment and/or continued education in marketing, merchandising, or management

(2) An adult program of continuing education in the community to improve the occupational competency

of those employed in distributive occupations and/or to prepare out-of-school youth and adults to enter distributive employment

The Distributive Education program has its roots in both education and distribution. This environment encompasses Distributive Education as an educational service and as a service to marketing or distribution. Educational, social, and economic responsibilities are pointed out in a statement of goals of Distributive Education:

(1) To offer instruction in marketing and distribution

(2) To contribute to the economic progress by aiding in improvement of the techniques of distribution

(3) To develop an understanding of the wide range of social and economic responsibilities which accompany the right to engage in distribution in a free, competitive society

(4) To encourage student development of leadership qualities, social intelligence, vocational understanding, and civic consciousness through the co-curricular activities of the Distributive Education Clubs of America.

The Distributive Education curriculum content is based on five major categories of instruction in order to develop competencies in the following areas: Social Skills, Basic Skills (math and communications), Product or Service Technology, Economics and Marketing.

Marketing, as an area of study, is the discipline of Distributive Education. It is the body of knowledge common to all distributive occupations - merchandising, market research, operations, buying, sales promotion, and selling.

ADULT PROGRAM

The Distributive Education Adult Program includes two types of training:

(1) Preparatory classes for persons who desire training to secure a job in distribution (Example: Real Estate License Preparation)

(2) Supplementary classes for persons already employed in distribution to upgrade skills or prepare for a job advancement (Examples: Real Estate Diploma Program, Personnel Management Diploma Program)

The Fairfax County Distributive Education Adult Program is offered through the four existing adult education centers - Edison (Area I), Annandale, (Area II), Marshall (Area III) and Woodson (Area IV). All Distributive Education coordinators are professionally trained specialists in the field of marketing and education. Their responsibilities include teaching, coordination, and program management in the in-school and adult phases of the total Distributive Education program.

Specialists from the various fields (i.e., real estate, insurance, advertising, etc.) are employed as part-time instructors to assure authority and credibility in the adult program curriculum.

IN-SCHOOL PROGRAM

The in-school program also includes two types of instruction:

(1) Preparatory courses for those students preparing to enter employment at a future time (Examples: Fashion Merchandising, D.E. I - Fundamentals of Distribution)

(2) Cooperative courses for students who desire current part-time employment on a regular, supervised basis with credit given for this related on-the-job training (Examples: D.E. II - Studies in Marketing, D.E. III - Advanced Studies in Marketing)

Preparatory Courses

Distributive Education preparatory courses are vocationally oriented through a series of career-related projects, which serve to supplement and individualize classroom instruction. Students enrolled in these courses spend one daily class period in the Distributive Education classroom-laboratory and earn one credit for a year's course. Enrollment in these courses does not require cooperative employment although students are encouraged and assisted in securing part-time employment during peak selling seasons in the business community.

Cooperative Courses

The cooperative courses utilize on-the-job training to supplement and individualize classroom instruction according to the student's career objective. Under the cooperative plan, a Distributive Education student

spends one daily class period in the Distributive Education class in addition to following a regular schedule of required and elective courses. He/she is placed on a distributive job and averages a minimum of fifteen hours per week of supervised on-the-job training related to his/her studies. The D.E. student earns a minimum hourly wage as well as three credits for the D.E. classroom and job training. Training plans developed by the coordinator, employer, and student provide for structured work experiences so that the student can learn as many aspects of the job as possible.

Distributive Education Clubs of America

The program of work of the Distributive Education Clubs of America (DECA) enriches and supplements the Distributive Education curriculum. Through participation in this co-curricular activity, opportunities are provided for students to demonstrate and refine competencies required in distributive occupations, All Distributive Education students are automatically considered members of their school's local DECA Chapter. The purpose of this youth organization is to promote vocational understanding, civic consciousness, social intelligence, leadership development, and satisfaction in a job well done.

The school's teacher-coordinator(s) serves as advisor to the local DECA chapter and encourages student initiative and direction of club activities. Distributive Education students participate in local, district, state, and national competitive events related to the competencies being developed in the curriculum. There are regularly scheduled chapter meetings, usually held during school hours, and significant annual occasions, such as the District Fall Rally, Employee Recognition

Banquet, State Leadership Conference, and National DECA Career Development Conference. These and other DECA activities of civic and benevolent purpose have bona fide educational values. They are also effective in interpreting the Distributive Education program to business men and women, faculty, parents, and other students.

ADVISORY COMMITTEES

A sound Distributive Education program is built on a strong alliance with the business community which it serves. One of the tangible evidences of this kind of cooperation is the use of advisory committees. Their major task is to arrive at a consensus on objectives, needs, and plans of action that will result in an improved program of instruction. The Fairfax County program benefits from several advisory committees:

(1) General Vocational Advisory Committee - composed of business and industrial community leaders appointed by the Division Superintendent to give leadership and advice in all the vocational education disciplines, including Distributive Education

(2) Vocational Education Professional Advisory Committee(VEPAC) composed of educational leaders from all the components of vocational education in Fairfax County Public Schools

(3) Distributive Education General Advisory Committee - composed of representatives from the various segments of the business and marketing community to give guidance to the total D.E. program, adult and in-school

(4) Fashion Merchandising Advisory Committee - composed of fashion directors and other leaders in the fashion industry to lend direction to the specialized high school Fashion Merchandising course

(5) Real Estate Advisory Committee - composed of representative members of the Northern Virginia Board of Realtors, which co-sponsors the Adult D. E. Real Estate program

Other committees are appointed to function in specialized areas as the need arises.

SUMMARY

The Distributive Education program is designed to meet the different needs of individuals who vary in ability, age, motivation and job maturity. A variety of courses are offered for out-of-school adults and for youth enrolled in the secondary schools of Fairfax County.

Through the adult program, long and short term courses are offered in several different categories as follows:

Management Series (Examples)

Business Management Institute

Personnel Management

Courses Designed for Specific Groups (Examples)

Motel-Hotel Supervisory Development

Real Estate

Special Series (Examples)

Shoplifting Prevention

Courtesy Clinic

Employee Series (Examples)

Advertising

Consumer Relations

Supervisory Series (Examples)

Employee Supervision (How to Supervise)

Employee Training (How to Train)

These and additional classes can be organized to meet the needs of an individual firm or group.

The secondary school Distributive Education program is offered in all Fairfax County secondary schools and includes the following courses:

Education for Employment (EFE) - Grades 7,8,9

Work Experience Career Exploration Program (WECEP) - Grades 8,9

D.E. I - Fundamentals of Distribution - Grade 10

D.E. II - Studies in Marketing - Grades 11, 12

D.E. III - Advanced Studies in Marketing - Grade 12

Fashion Merchandising - Grade 12

Food Distribution - Grade 12

Petroleum Marketing - Grade 12

Salesmanship - Grades 11, 12

Marketing - Grade 12

PROGRAM OF STUDIES

DISTRIBUTIVE EDUCATION

GRADES 7-12

SECTION B

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Division of Curriculum Services
September 3, 1974

8110 - Fundamentals of Distribution (D.E. I)

Preparatory Course

1 credit

180 Class Hours

Recommended Class Size - Maximum of 20 Students

No Prerequisite

Course Description

Fundamentals of Distribution (D. E. I) is designed for 10th grade students with a career interest in the area of marketing and distribution. Classroom instruction, combined with the high school's chapter activities of the Distributive Education Clubs of America (DECA), enables the student to gain a basic understanding of distribution as well as the career opportunities. Activities include field trips, guest speakers, competitive events, and student research based on the individual's occupational goal. Although employment is not required for this course, students are encouraged to secure part-time employment. Small class size allows for a greater variety of learning experiences.

Learning Outcomes

At the completion of the D. E. I course, the student will have:

1. Identified available careers in distribution based on individual needs and abilities.
2. Developed skills for entry level employment in distribution.
3. Actively participated as a local chapter member of the Distributive Education Clubs of America.

4. Gained an understanding of the role of a young worker in a free enterprise system.

Unit Objectives

First Nine Weeks' Unit

The student will be able to:

1. Explain his/her role in the Distributive Education program.
2. Actively participate in the DECA Chapter, using basic parliamentary procedure.
3. Classify a distributive business located within the community according to the type of business and form of ownership.
4. Discuss distribution in the total American economy.

Second Nine Weeks' Unit

The student will be able to:

1. Explain how marketing activities are affected by the consumer.
2. Demonstrate effective communication techniques.
3. Accurately compute basic mathematical operations.
4. Design a shoplifting prevention program for a store of his/her choice.

Third Nine Weeks' Unit

The student will be able to:

1. Discuss the fundamentals of economics in relation to the young worker in our free enterprise system.
2. Apply the principles of sound financial planning to his/her life style.
3. Recognize the importance of the profit motive to business firms in the American economy.
4. Describe the functions of financial institutions.

5. Identify the social/economic contributions of the various work levels within a selected occupational field.

Fourth Nine Weeks' Unit

The student will be able to:

1. Develop personal characteristics that will enhance his/her employability and job success.
2. Secure employment in the field of distribution related to an occupational interest.

8120 - Studies in Marketing (D. E. II)

Cooperative Course

3 credits

180 Class Hours and 540 Supervised Work Experience Hours

Recommended Class Size - Maximum of 15 Students

No Prerequisite

Course Description

Studies in Marketing (D. E. II) is designed for 11th and 12th grade students pursuing a career in marketing or distribution. Instructional areas include Human Relations, Professional Salesmanship, Advertising, Communications and Store Planning Organization. Classroom instruction is reinforced through 540 supervised hours of on-the-job training in a distributive business. An integral part of the program is the participation in the school's Distributive Education Clubs of America (DECA) chapter activities. The chapter offers the student an opportunity to develop civic consciousness, social awareness, leadership development and vocational understanding. Course credit is given only when a student has successfully completed all requirements in the classroom and on-the-job training. Credits cannot be divided.

Learning Outcomes

At the completion of the D. E. II course, the student will have:

1. Developed the necessary entry level skills of a distributive occupation.

2. Accumulated no less than 540 hours of related supervised on-the-job training.
3. Developed leadership skills as an active participant of the school's DECA chapter.

Unit Objectives

First Nine Weeks' Unit

The student will be able to:

1. Demonstrate an understanding of his/her responsibilities to the school, professional organization and training station by complying with the policies and regulation that are stated in the distributive education handbook, Your Future is Happening Now in D. E.
2. Be gainfully employed in a job that relates to his/her career interest in the field of distribution.
3. Apply the principles of effective human relations on the job, in the classroom, and in DECA activities.
4. Demonstrate professional selling ability by planning and presenting a sales demonstration.
5. Apply merchandise information to successful selling techniques.
6. Demonstrate correct job interview procedures.

Second Nine Weeks' Unit

The student will be able to:

1. Analyze the use of advertising in the field of marketing and distribution.

2. Relate the importance of visual merchandising to sales.
3. Create effective desplays utilizing principles and techniques of visual merchandising.
4. Apply the policies for shoplifting prevention at his/her training station.

Third Nine Weeks' Unit

The student will be able to:

1. Utilize effective business speech and written communications in class, on-the-job, and in DECA chapter activities.
2. Demonstrate an understanding of sales supporting activities in distribution.

Fourth Nine Weeks' Unit

The student will be able to:

1. Explain the marketing function in a free enterprise system.
2. Compare different economic systems.
3. Evaluate different types of insurance in relation to personal and business needs.
4. Explain the principles of stock market investments.
5. Recognize the various aspects of planning and organizing a distributive business.
6. Assist in planning a marketing research project.

8130 - Advanced Studies in Marketing (D. E. III)

Cooperative Course

3 credits

180 Class Hours and 540 Supervised Work Experience Hours

Recommended Class Size - Maximum 15 Students

Prerequisite - Studies In Marketing (D. E. II) 8120

Course Description

Advanced Studies in Marketing is designed for the 12th grade student who has successfully completed Studies in Marketing and allows him/her to pursue in greater depth the development of marketing competencies necessary for full-time employment and job advancement in marketing or distribution. Students continue the combination of classroom instruction and on-the-job training under the same arrangement as followed in Studies in Marketing.

Students are introduced to management functions within the organization with emphasis on merchandising, sales promotion, organizing a distributive business and marketing research. Enrollment in this course places the student as an active member in the Distributive Education Clubs of America (DECA). Course credit is given only when the student has successfully completed all requirements in the classroom and on-the-job training. Credits cannot be divided.

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Learning Outcomes

At the completion of Advanced Studies in Marketing (D. E. III) the student will have:

1. Achieved career level training to organize, establish, maintain, and assume a supervisory role in a distributive business.
2. Participated in a marketing research project.
3. Developed the advanced skills for effective written and oral communications.

Unit Objectives

First Nine Weeks' Unit

The student will be able to:

1. Identify attitudes and responsibilities common to supervisory positions.
2. Develop a company personnel policy manual for his/her training station.
3. Explain the role and functions of a personnel department.

Second Nine Weeks' Unit

The student will be able to:

1. Relate the economic role of government and international trade to the field of marketing.
2. Apply marketing research techniques through development of a Studies in Marketing project related to his/her career area.

3. Participate in planning, executing and analyzing a group marketing research study.
4. Demonstrate advanced sales techniques by performing a group sales presentation.
5. Demonstrate his/her understanding of public speaking techniques by presenting a six-to eight- minute speech on a topic related to the field of marketing.

Third Nine Weeks' Unit

The student will be able to:

1. Apply basic mathematical skills to complete records essential to store control.
2. Demonstrate techniques of purchasing and pricing for profits.
3. Utilize stock control records and other business forms.
4. Relate the use of credit to the success of a business.

Fourth Nine Weeks' Unit

The student will be able to:

1. Demonstrate an understanding of the organization and operation of a business.

Distributive Education
Section B
September 3, 1974

8144 - Fashion Merchandising

Preparatory Course

1 credit

180 Class Hours

Recommended Class Size - Maximum of 20 Students

No Prerequisite

Course Description

Fashion Merchandising is a specialized curriculum option which enables students to investigate and prepare for careers in the fashion industry. The objective of the curriculum content is to provide students with preparation in the technology of Fashion Merchandising, which will lead to immediate employment and/or become the basis for continuing education. As associate members of the local DECA Chapter, students participate in specialized competitive events related to the curriculum. An Advisory committee composed of outstanding fashion professionals in the Metropolitan Washington area plays an active role in correlating learning experiences with the fashion world. Although supervised cooperative job training is not required in this course, students are encouraged to secure part-time employment at peak selling seasons.

Learning Outcomes

At the completion of the Fashion Merchandising course, the student will have:

1. Investigated a wide variety of careers in the fashion industry.

2. Demonstrated competencies necessary for a successful fashion career at the entry level of employment.
3. Gained a broad understanding of how the fashion world works.

Unit Objectives

First Nine Weeks' Unit

The student will be able to:

1. Evaluate the importance of fashion in the field of merchandising.
2. Interpret fashion trends - past, present, future.
3. Develop a comprehensive study on a designer of his/her choice.
4. Examine the differences among designers and their influences on fashion.
5. Investigate the broad spectrum of careers in the fashion industry.

Second Nine Weeks' Unit

The student will be able to:

1. Recognize the relationship of merchandising to the total operation of a business.
2. Classify retail operations by merchandising procedures.
3. Identify the importance of unit control.
4. Analyze the methods of buying for resale.
5. Observe operations of the fashion market.
6. Investigate careers in the merchandising of fashion.

Third Nine Weeks' Unit

The student will be able to:

1. Assess the importance of selling.
2. Demonstrate techniques of selling fashion.
3. Relate merchandise knowledge to the stimulation of sales.
4. Investigate careers in fashion selling.

Fourth Nine Weeks' Unit

The student will be able to:

1. Assess the importance of sales promotion.
2. Demonstrate techniques of sales promotion.
3. Relate sales promotion to the stimulation of sales.
4. Develop a plan for a fashion show.
5. Investigate careers related to fashion sales promotion.

8145 - Cooperative Fashion Merchandising

Cooperative Course

3 credits

180 Class Hours and 540 Supervised Work Experience Hours

Recommended Class Size - Maximum of 15 Students

Course Description

Cooperative Fashion Merchandising is a senior level course. The objectives and course content are identical to Fashion Merchandising (8144); only the major strategy is different. Students who elect this course are committing themselves to the cooperative plan of instruction and will be required to work in a supervised fashion - related job for a minimum of 540 hours. Membership in this course assumes active DECA membership and students are eligible for all related Virginia and National DECA competitive events.

Distributive Education
Section B
September 3, 1974

8146 - Creative Selling - 12th Grade Level

Preparatory Course

1/2 credit

90 Class Hours

Recommended Class Size - Maximum of 20 Students

No prerequisite

Course Description

Creative Selling is a senior intensified vocational course offered on a semester basis. Instruction covers such topics as the psychology of selling, retail sales techniques, and sales communications. The purpose of the course is two-fold:

1. To prepare the student for occupational competency in entry level positions in retail sales.
2. To train the students in the use of sales techniques and principles of selling when applied to a retail store.

Learning Outcomes

Upon completing a course in salesmanship, the student will have:

1. Placed himself/herself in the position of the customers, employers, supervisors and co-workers in order to gain insight into their point of view.

2. Developed a complete sales presentation.
3. Demonstrated specialized techniques of retail selling.
4. Reasearched a product and know sources of information to carry on further research.
5. Related stockeeping activities to the functions of a retail store.
6. Recorded transactions using both the cash register and sales slips.

Distributive Education
Section B
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8157 - Education for Employment - 7th Grade Level

Preparatory Course

1 credit

180 Class Hours

Recommended Class Size - Maximum of 20 Students

No Prerequisite

Course Description

Education for Employment (EFE) is an intermediate school program designed to develop job-oriented goals and values in students at the 7th grade level. Instruction covers such areas as Self-concept and Behavior, Setting Realistic Goals, and Occupational Exploration. Vocational application of instruction is achieved through simulated laboratory and directed learning experiences in the local business community.

Learning Outcomes

Upon completion of the EFE course, the student will have:

1. Developed positive attitudes and a sense of responsibility towards school, self, family, community, and the work world.
2. Identified requirements and opportunities in a broad range of employment areas.

8158 - Work Experience Career Exploration Program (WECEP) - 8th Grade Level

Cooperative Course

3 credits (2 D E., 1 General Mathematics)

360 Class Hours and 300 Supervised Work Experience Hours

Recommended Class Size - Maximum of 20 Students

No Prerequisite

Course Description

WECEP is essentially the same course as EFE 7, 8, and 9; the only difference is in the cooperative method of instruction. Cooperative job placement at the intermediate level is made possible through approval for this special program (WECEP) by the United States Bureau of Labor Standards in cooperation with selected states and school jurisdictions. The program is designed for selected youth of 14 and 15 years of age. Two daily classroom periods are devoted to employability skill instruction, and a minimum of 300 hours are spent on an actual job in a nearby business. Emphasis is on attitudinal areas as well as remedial instruction in math and communications skills. Enrollment is limited by law to a maximum of 20 students per teacher; much attention is given to individual needs of students.

Learning Outcomes

Upon completion of the WECEP program Level 8 (8158), the student will have:

1. Improved his/her school attendance record.

2. Developed a sense of responsibility towards self, school and community.

3. Identified a tentative career interest among a wide range of occupational opportunities.

8159 - Work Experience Career Exploration Program (WECEP) - 9th Grade Level

Cooperative Course

3 credits (2 D.E., 1 General Mathematics)

360 Class Hours and 300 Supervised Work Experience Hours

Recommended Class Size - Maximum of 20 Students

No Prerequisite

Course Description

The WECEP program at the 9th grade level (8159) is conducted under the same policies and procedures as WECEP, Level 8 (8158). Students are enrolled in a daily two-hour block of instructional time and are placed on a job with a local employer. The 9th grade WECEP coordinator instructs and supervises the 20 students enrolled in this program.

Learning Outcomes

Upon completion of WECEP 9 (8159), the student will have:

1. Discovered a tentative occupational interest which will influence his/her curricular decisions throughout the remainder of his/her high school career.
2. Accumulated a minimum of 300 actual work hours in a supervised training situation.

8136 - Marketing (Accelerated Course)

Preparatory Course

1 credit

180 Class hours

Recommended Class Size - Maximum of 20 Students

No Prerequisite

Course Description

A one-year accelerated Distributive Education course for 12th grade students who demonstrate above average academic ability and plan marketing careers requiring qualifications above the entry level or preparation beyond high school. Included in course content are the areas of Marketing Research, Personnel Management, Economics, Sales Promotion, Sales Management, Merchandising, and Business Organization and Operation. Students investigate marketing careers and develop competencies needed to achieve such occupational goals as sales engineer, merchandising manager, sales promotion. Vocational application is achieved through simulated occupational experiences in the classroom laboratory and directed learning experiences in local or nearby distributive businesses.

8142 - Food Distribution

Cooperative Course

3 credits

180 Class Hours and 540 Supervised Work Experience Hours

Recommended Class Size - Maximum of 20 Students

No Prerequisite

Course Description

A one-year 12th grade course designed for students with an interest in careers in the food industry. Instruction is given in such areas as An Introduction to the Food Industry, Service Selling in Supermarkets, Food Store Operations, Checker Education, and Food Store Merchandising and Advertising. Students develop the mathematical, communications and marketing competencies necessary for successful entry employment in the food field. They combine classroom instruction with a minimum of 540 hours per calendar year of supervised on-the-job training in a food store. Students completing the DE I Cooperative course or the Marketing I course in the junior year might want to specialize in this option in the senior year.

8148 - Petroleum Marketing

Cooperative Course

3 credits

180 Class Hours and 540 Supervised Work Experience Hours

Recommended Class Size - Maximum of 20 Students

No Prerequisite

Course Description

A one-year 12th grade course designed for students with an interest in careers in the petroleum industry. Instruction is given in such areas as Service Station Selling, Service Aspects of the Petroleum Industry, Service Station Operation, and Marketing of Petroleum Products. Students develop the mathematical, communications and marketing competencies necessary for successful entry employment in the petroleum field. They combine classroom instruction with a minimum of 540 hours per calendar year of supervised on-the-job training in a service station. Students completing the DE I Cooperative course or the Marketing I course in the junior year might want to specialize in this option in the senior year.

PROGRAM OF STUDIES

DISTRIBUTIVE EDUCATION

GRADES 7-12

SECTION C

WORKING DRAFT

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Division of Curriculum Services
September 3, 1974

I. Strategies for Teaching and Learning

A. Instructional Approaches

1. Definitions:

a. THE COOPERATIVE METHOD - The cooperative menthod is the coordination of classroom instruction with a series of on-the-job learning experiences related to each student's occupational objective. The student's instruction on-the-job is supervised by a training sponsor who works closely with the teacher-coordinator in developing a sequence of learning experiences appropriate for the student and compatible with his goals and those of the employer. Examples of training stations include department stores, supermarkets, service stations, financial business institutions, restaurants and wholesale business firms.

b. THE PROJECT METHOD - The project method centers around individually designed learning activities which are coordinated with classroom instruction and related to a student's occupational objective. The project method provides a series of job-related experiences which are designed to lead the student not involved in regularly scheduled cooperative employment to his occupational objective.

c. COORDINATION OF ON-THE-JOB TRAINING - The term coordination refers to activities involving placing the student, arranging for the learning experiences, evaluating student progress and counseling the student. To correlate classroom instruction with on-the-job training, the Distributive Education teacher-coordinator obtains information and materials from the train-

ing station. The Distributive Education coordinator also evaluates the student's job performance by conducting observations, meeting with the training supervisors, and obtaining the student's progress reports.

d. DISTRIBUTIVE EDUCATION CLUBS OF AMERICA - The program of work of the Distributive Education Clubs of America enriches and supplements the instructional program. The DECA competitive events program is a direct outgrowth of classroom study and activities, such as job interview, advertising, sales judging and sales demonstrations. A chapter selects a student who excels in each area to represent his/her school in district competition. Each district winner competes at the state level, and state winners go to the National Career Development Conference.

2. Techniques:

a. Students receive orientation through the use of the student handbook, Your Future is Happening Now in D. E.

b. Structured field observations enable the student to experience situations not available at his/her training station or in the classroom.

c. Guest speakers from specialized areas of the business community are invited to the classroom. Members of the Distributive Education Advisory Committee are also used as guest speakers.

d. Students periodically receive pass-out sheets related to units of study.

e. Role playing affords the opportunity for the student to practice occupational competencies in the classroom.

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f. Selected films are shown that relate to the units of study in marketing or distribution.

g. Current periodicals are used as supplementary resource materials.

h. Listening techniques and written communication skills are developed through the lecture method.

i. Bulletin boards and displays reinforce classroom instruction.

j. Research manuals are prepared by the student in areas of his/her career interest, such as studies in marketing, areas of distribution, merchandise sales, and careers.

k. Panel presentations, buzz sessions, committee work and "brainstorming" sessions encourage human relations and communicative skill development.

l. Educational games enhance learning in the classroom.

m. Demonstrations are used as a vocational learning approach.

n. Professionally prepared resources are used to individualize classroom instruction.

o. Training plans are designed to direct student learning experiences at his/her training station.

p. Production reports are completed by the student to report on-the-job hours and earnings.

q. A progress report, a periodic evaluation of on-the-job progress completed by the training sponsor, serves as a diagnostic tool to determine areas where improvement is needed.

r. Students are encouraged to take an active role in business and civic affairs committees.

s. Multi-media approaches enrich the learning process in

marketing and distribution.

t. Students design, execute, analyze and disseminate results used in marketing research.

u. The case study approach is used throughout the D. E. curriculum.

v. Students develop marketing competencies through the following competitive events:

(1) Job Interview

(2) Advertising

(3) Public Speaking

(4) Group Sales

(5) Display

(6) Sales Demonstration

(7) Sales Judging

(8) Parliamentary Procedure

(9) D. E. Student of the Year

(10) Decision Making

(11) Poster Design

B. Organizational Alternatives:

1. Setting

a. Distributive Education classroom-laboratory

b. Job training stations

2. Personnel

a. Teacher-coordinator holding a Collegiate Professional Certificate with an endorsement in Distributive Education.

b. Resource personnel from the specialized fields of marketing or distribution.

II Suggested Units

A. D. E. I - Fundamentals of Distribution - 8110

1. Introduction of Marketing Competencies for Distribution - 1st Nine Weeks'

   a. Orientation to Distributive Education - Student Handbook

   b. Parliamentary Procedure

   c. Organization and Kinds of Distributive Businesses

   d. Importance of Distribution in a Free Economy

2. Basic Competencies for Distribution - 2nd Nine Weeks'

   a. The Customer's Viewpoint in Selling

   b. Oral Communications

   c. Arithmetic for Distribution

   d. Shoplifting Prevention

3. Economic Competencies for Distribution - 3rd Nine Weeks'

   a. The Young Worker

   b. The Consumer

   c. The Business Firm

   d. Financial Institutions

   e. Work Outcomes

4. Social Competencies for Distribution - 4th Nine Weeks'

   a. Self-Analysis and Development of Personal Characteristics for Employment

   b. Identifying and Securing Employment

B. D. E. II - Studies in Marketing - 8120

1. Preparing for Professional Growth in Marketing - 1st Nine Weeks'

   a. Orientation

   b. Human Relations

   c. Professional Salesmanship

2. Sales Promotion and Security - 2nd Nine Weeks

   a. Advertising

b. Shoplifting Prevention

c. Visual Merchandising

3. Supporting Skills and Activities - 3rd Nine Weeks'

a. Communications

b. Culmination of District Contest Activities

c. Sales Supporting Activities

4. Economic Competencies for Marketing Success - 4th Nine Weeks'

a. Economics - The Market

b. Store Planning and Organization

c. Planning the Creative Marketing Research Project

C. D. E. III - Advanced Studies in Marketing - 8130

1. Personnel Supervision and Management - 1st Nine Weeks'

a. Orientation

b. The Supervisor Looks at his Job

c. The Role of the Supervisor

d. Personnel Policies

e. Personnel Functions - Employment and Training

f. Personnel Practices and Concerns

g. Personnel Case Studies

h. Developing a Company Personnel Policy

i. Supervisory Human Relations

2. Sales Promotion and Management - 2nd Nine Weeks'

a. Economics of Distribution

b. Review Sales - Advanced Sales

c. Studies in Marketing and Marketing Research

d. Executive Speaking

3. Record Keeping and Control - 3rd Nine Weeks'

a. Record Keeping Functions

b. Managing Merchandise

c. Credit and Collection

4. Organizing a Distributive Business - 4th Nine Weeks'

a. Pre-Test - Check List for Going into Business

b. Finance, Budget and Location

c. Sales Promotion

d. Merchandising Policies

e. Store Operations

f. Accounting and Expenses

g. Personnel

h. Legal Regulations and Evaluation

i. Conclusion

D. Fashion Merchandising - 8144

1. Introduction To The Fashion World - 1st Nine Weeks'

a. Understanding Fashion

b. Fashion Trends

c. Designers

d. Charm

e. Careers

2. Merchandising Fashion - 2nd Nine Weeks'

a. Introduction to Merchandising

b. Buying Merchandise For the Store

c. Transporting, Receiving and Checking Merchandise

d. Training Salespeople and Maintaining Effective Stock Control

e. Careers

3. Selling Fashion - 3rd Nine Weeks'

a. Introduction to Selling Fashion

b. Stimulating Fashion Sales

c. Selling Fashion Successfully

d. Product Information

(1) Textiles

(2) Non-textiles

e. Careers

(1) Job Application

(2) Resume

4. Sales Promotion - 4th Nine Weeks'

a. Color, Line, Design

b. Advertising

c. Display

d. Careers

E. Cooperative Fashion Merchandising - 8145

(This course follows the identical content outline as 8144)

F. Education for Employment (EFE) Level 7 - 8157

1. 1st nine weeks'.

a. Survey of Career Opportunities

b. Self Concept and Behavior

2. 2nd nine weeks'.

a. Develop Good Listening and Observing Habits

b. Adaptations to New and Different Groups

3. 3rd nine weeks'.

a. Grooming and Appearance

b. Setting Realistic Goals

4. 4th nine weeks'.

a. Selling Yourself as a Worker

b. Using Your Earnings Wisely

G. Work Experience Career Exploration Program (WECEP) Level 8 - 8158

1. 1st nine weeks'.

a. Orientation

b. Grooming and Appearance

c. What Is My Image?

d. Occupational Exploration

2. 2nd nine weeks'.

a. Local Exployment Opportunities

b. Developing Areas of Responsibilities

c. Budgeting and Money Management

d. Types of Businesses - The World of Work

3. 3rd nine weeks'.

a. Urban Living

b. Education for Employment

c. Business Communications

4. 4th nine weeks'.

a. Business Mathematics

b. Kinds of Distribution

c. Preparation for the Future

d. Review - overview and scheduling for next year

H. Work Experience Career Exploration Program (WECEP) Level 9 - 8159

1. 1st nine weeks'.

a. Orientation

b. Pre-employment Preparation

c. Job Applications

d. Basic Math

e. Career Exploration

2. 2nd nine weeks'.

a. Job Requirements

b. Human Relations

c. Community Service

d. General Math

e. Career Exploration

3. 3rd nine weeks:

a. Communication Skills for Employability and General Living

b. Use of Leisure Time

c. General Math

d. Career Exploration

4. 4th nine weeks:

a. Communication Skills Continued

b. Effective Use of Your Employment Dollar

c. Job Safety

d. General Math

e. Goals

I. Creative Selling - 8146

1. Psychology of Selling.

a. Importance of Salesperson

b. How the Customer Views the Store

c. Analyzing Customers

d. Understanding Prospects and Customers

e. Attracting and Retaining Customers

2. The Purchasing Decision.

a. Beginning the Sale

b. Making An Effective Demonstration

c. Overcoming Objections and Excuses

d. Closing the Sale

e. Building a Sales Personality

3. Special Skills in Retail Selling.

   a. Suggestive Selling and Trading Up

   b. Handling Complaints

   c. Store Security

4. Use of Merchandise Information.

   a. Analyzing Product Features and Benefits

   b. Sources of Product Information

   c. Communicating Product Information

   d. How Materials and Manufacturing Processes Affect Quality, Price, and Appearance

5. Stockeeping on the Sales Floor.

   a. Significance of Stock Work

   b. Stockkeeping as a Facilitating Activity in a Retail Store

   c. Stock Care and Information

6. Operating a Retail Store.

   a. General View of Retailing

   b. Types of Retail Stores

   c. Recordkeeping of Goods Sold

7. Retail Math.

   a. Role of Cash Register and Its Operation

   b. Checking and Recording Incoming Merchandise

   c. Recording Transactions

   d. Inventory: Its Use and Techniques

8. Communications.

   a. The Art of Listening and Its Impacts on the Customer

   b. Overcoming Roadblocks to Better Communication

   c. Communications Networks Within the Business Organization

9. Human Relations.

   a. Gaining Cooperation of People

   b. You and the Customer

   c. You and the Employer - What He Expects

III. Evaluation

A. Diagnostic Techniques

   1. Kuder Preference Interest Inventory

   2. General Aptitude Test Battery (GATB)

   3. Ohio Vocational Interest Survey (OVIS)

   4. Step and Scat

B. Testing

   1. Written and oral tests

   2. Evaluation of individual and/or group projects

   3. Performance tests

   4. Evaluation of on-the-job training

   5. Evaluation of DECA participation

C. Grading

   1. Alphabetic grading (A-F)

   2. Pass/Fail grading procedure